



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

3375 W. Galveston Rd., Chandler, AZ 85226

### Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Dr. Rita Martinez  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-5  
2004 Enrollment : 491  
Web Address : www.kyrene.org  
Phone Number : (480) 783-3000  
Fax Number : (480) 786-0848  
E-mail : rmartinez@kyrene.org

#### Mission

Kyrene del Sureno School community is committed to providing a caring, supportive, safe and cooperative atmosphere which fosters a learning partnership that contributes to the well-being of all individuals.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Not Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Improve achievement in mathematics, reading, and writing.
- ü Integrate technology into the daily work and learning lives of students and staff.

#### Enrollment

October 1, 2003 School Year Student Enrollment : 539  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 59

## Instructional Programs

- Ü Full-Day Kindergarten
- Ü Gifted
- Ü SEI
- Ü Title I and K-3 Literacy Programs
- Ü Art, Music, and PE
- Ü Special Education

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

Parents are regularly notified regarding school and classroom events through weekly classroom newsletters, PTO meetings, phone calls, and twice a year parent conferences. Classrooms are open for observations and parent volunteers.

### Parents

To deliver students motivated, ready for the daily routine of school; to support study skills and reinforce academic learning; to work as a team with school personnel to provide a positive home/school connection for students.

## Transportation Policy

Kyrene District provides bus transportation for students who live one mile or more from the school. Transportation is also provided for students with significant disabilities when specified on their Individualized Educational Plan.

## School Honors

### Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Intel Volunteer Award	2001
Ü Abitibi Recycling Award	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2007	75509	100	98	100	530	550	521	9	5	13	21	14	23	33	31	33	38	50	31
All Students (Prior Year)	79	1945	75372	95	98	100	526	545	523	3	3	9	26	15	25	46	37	36	25	45	30
Female	44	980	37013	100	98	100	531	552	522	15	4	12	20	14	24	24	31	33	41	51	31
Male	43	1027	38430	98	98	99	530	548	521	3	5	14	23	15	22	41	31	33	33	49	31
African American	NC	123	3660	NC	98	99	NC	516	496	NC	11	24	NC	27	31	NC	33	28	NC	29	18
Hispanic	20	288	30486	100	97	99	515	532	505	7	8	18	33	21	29	27	30	32	33	41	21
Asian/Pacific Islander	NC	170	1780	NC	98	98	NC	573	549	NC	1	5	NC	9	13	NC	27	33	NC	63	50
American Indian/Alaskan Native	NC	40	4075	NC	100	100	NC	506	486	NC	19	28	NC	33	34	NC	25	26	NC	22	12
White	53	1375	35192	98	98	99	537	555	534	8	3	8	16	12	19	33	32	35	43	52	39
Students with Disabilities	NC	193	9708	NC	99	100	NC	497	489	NC	24	32	NC	33	27	NC	23	24	NC	20	17
Students without Disabilities	79	1814	65801	100	98	98	529	554	525	9	3	11	21	13	23	32	32	34	37	52	33
Limited English Proficient Students	NC	41	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	24	256	36411				510	516	503	16	10	19	32	25	29	26	36	32	26	28	20
Non-Economically Disadvantaged	63	1751	39040				536	554	534	7	4	8	18	13	19	34	31	34	41	53	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2005	75492	100	98	100	521	533	519	8	5	12	14	10	16	55	49	47	24	36	24
All Students (Prior Year)	78	1951	75221	94	99	100	531	536	523	0	2	8	18	9	16	59	59	56	24	29	21
Female	44	979	37014	100	98	100	524	536	523	10	4	10	12	8	15	51	48	48	27	40	27
Male	43	1026	38400	98	98	99	517	530	516	5	6	14	15	12	17	59	50	47	21	33	21
African American	NC	124	3665	NC	99	99	NC	515	505	NC	13	20	NC	18	22	NC	49	43	NC	19	14
Hispanic	20	291	30438	100	98	99	514	523	508	7	6	17	13	14	21	73	55	47	7	25	15
Asian/Pacific Islander	NC	167	1773	NC	96	98	NC	546	534	NC	2	4	NC	6	10	NC	38	50	NC	53	36
American Indian/Alaskan Native	NC	40	4081	NC	100	100	NC	504	498	NC	14	25	NC	31	26	NC	42	40	NC	14	8
White	53	1374	35177	98	98	99	525	536	528	8	4	8	8	8	13	55	49	49	29	38	31
Students with Disabilities	NC	194	9707	NC	100	100	NC	501	495	NC	26	33	NC	21	21	NC	36	33	NC	17	13
Students without Disabilities	79	1811	65785	100	98	98	521	536	522	7	3	10	15	9	16	55	50	49	24	38	26
Limited English Proficient Students	NC	40	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	24	258	36302				515	515	507	5	12	18	26	16	21	58	54	46	11	18	14
Non-Economically Disadvantaged	63	1747	39164				523	536	528	8	4	8	10	9	13	54	48	48	28	39	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1993	75053	100	98	99	607	650	597	4	4	7	5	7	12	88	71	72	4	18	9
All Students (Prior Year)	78	1913	73654	94	97	99	537	544	530	0	4	9	15	9	13	81	76	70	4	11	7
Female	44	973	36872	100	97	99	619	682	621	2	3	5	2	3	9	90	70	74	5	24	12
Male	43	1020	38109	98	98	99	594	618	573	5	6	10	8	10	14	85	72	69	3	12	6
African American	NC	124	3636	NC	99	99	NC	606	568	NC	8	12	NC	13	16	NC	69	67	NC	9	6
Hispanic	20	284	30235	100	95	98	606	634	575	0	5	9	7	8	14	93	75	70	0	13	6
Asian/Pacific Islander	NC	166	1768	NC	95	98	NC	711	651	NC	3	3	NC	3	5	NC	57	72	NC	37	19
American Indian/Alaskan Native	NC	39	4044	NC	98	99	NC	590	550	NC	9	13	NC	9	17	NC	71	66	NC	11	4
White	53	1373	35028	98	98	99	603	651	613	4	4	6	6	6	10	86	72	73	4	18	11
Students with Disabilities	NC	192	9625	NC	99	100	NC	531	530	NC	19	21	NC	20	21	NC	58	55	NC	2	4
Students without Disabilities	79	1801	65428	100	97	98	609	659	604	4	3	6	4	6	11	88	72	73	4	19	10
Limited English Proficient Students	NC	39	16765	NC	98	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	24	257	36077				609	597	566	5	10	10	5	13	16	84	71	69	5	7	5
Non-Economically Disadvantaged	63	1736	38950				606	657	618	3	4	5	5	6	9	89	71	73	3	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2065	76019	100	98	100	531	534	499	3	4	14	23	25	39	13	13	14	61	58	33
All Students (Prior Year)	116	2076	76230	100	97	100	504	528	498	4	3	12	40	25	38	21	13	12	36	60	37
Female	49	989	37207	100	98	100	525	534	499	2	2	12	28	25	41	13	14	14	57	58	33
Male	49	1073	38677	100	98	100	537	535	498	5	5	15	18	25	38	13	12	13	65	59	34
African American	10	145	3817	100	97	100	503	496	475	0	11	23	33	43	47	44	14	11	22	32	18
Hispanic	20	294	29458	95	97	100	508	513	480	6	5	20	44	39	48	0	14	12	50	42	20
Asian/Pacific Islander	NC	156	1673	NC	98	99	NC	563	531	NC	1	4	NC	14	29	NC	10	14	NC	74	53
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	505	466	NC	15	28	NC	35	49	NC	13	10	NC	38	13
White	56	1403	35880	100	97	100	543	541	515	2	3	7	16	21	32	14	13	16	69	63	45
Students with Disabilities	11	185	9786	100	99	100	457	471	457	33	25	39	67	52	40	0	7	7	0	16	13
Students without Disabilities	87	1880	66233	99	98	99	533	539	503	2	2	11	21	23	39	13	13	14	63	61	35
Limited English Proficient Students	NC	44	15206	NC	100	100	NC	471	459	NC	22	31	NC	56	53	NC	0	7	NC	22	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	25	278	35714				506	497	480	10	8	20	35	48	47	15	15	12	40	29	20
Non-Economically Disadvantaged	73	1787	40266				538	540	513	1	3	9	19	22	33	12	12	15	67	62	43

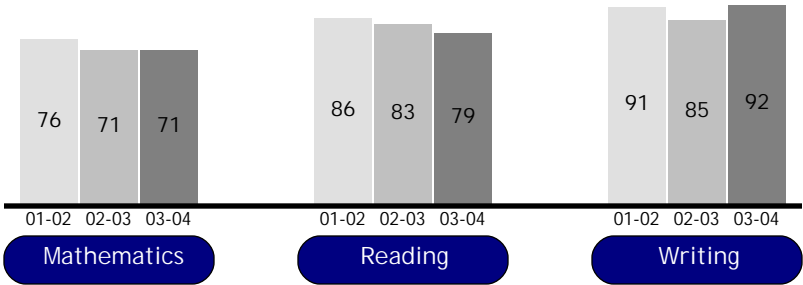
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2069	76020	100	98	100	517	516	503	10	10	25	14	18	23	57	51	40	18	21	12
All Students (Prior Year)	116	2074	76202	100	97	100	509	519	505	7	6	19	24	16	24	60	56	46	8	23	11
Female	49	992	37213	100	98	100	509	519	504	13	9	22	19	18	23	57	51	42	11	22	13
Male	49	1074	38666	100	98	100	527	513	501	8	12	29	8	18	22	58	50	38	28	20	12
African American	10	146	3819	100	97	100	506	501	494	0	23	37	22	26	26	78	46	31	0	6	6
Hispanic	20	294	29442	95	97	99	502	506	494	19	17	37	25	27	26	44	42	31	13	13	6
Asian/Pacific Islander	NC	157	1672	NC	98	99	NC	530	513	NC	8	12	NC	11	19	NC	48	49	NC	33	20
American Indian/Alaskan Native	NC	52	4735	NC	100	100	NC	510	489	NC	22	48	NC	24	25	NC	45	24	NC	8	3
White	56	1405	35890	100	97	100	520	518	511	6	7	15	12	16	20	61	53	48	22	23	18
Students with Disabilities	11	185	9784	100	99	100	482	488	485	100	48	58	0	22	19	0	27	19	0	2	4
Students without Disabilities	87	1884	66236	99	98	99	519	518	504	7	8	23	14	18	23	60	52	42	19	22	13
Limited English Proficient Students	NC	44	15198	NC	100	100	NC	480	483	NC	80	59	NC	10	25	NC	10	14	NC	0	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	25	278	35703				506	499	494	20	23	37	5	28	26	65	41	31	10	7	6
Non-Economically Disadvantaged	73	1791	40274				521	518	509	7	9	17	16	16	20	55	52	47	21	23	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2061	75673	100	98	100	577	581	530	5	5	12	18	16	25	69	69	58	8	10	4
All Students (Prior Year)	115	2048	74692	99	96	99	513	528	502	8	6	18	29	19	27	55	60	47	8	15	8
Female	49	990	37099	100	98	100	590	603	548	4	2	8	9	11	22	79	74	64	9	13	6
Male	49	1069	38441	100	97	99	563	561	513	5	6	16	30	21	29	58	66	52	8	7	3
African American	10	144	3791	100	96	99	569	544	506	11	14	18	22	20	29	67	60	50	0	5	3
Hispanic	20	293	29305	95	96	99	604	561	507	0	4	16	6	20	31	88	70	51	6	6	2
Asian/Pacific Islander	NC	155	1665	NC	97	99	NC	622	573	NC	3	6	NC	8	16	NC	69	67	NC	20	10
American Indian/Alaskan Native	NC	52	4707	NC	100	100	NC	521	492	NC	8	19	NC	27	33	NC	63	46	NC	2	1
White	56	1403	35760	100	97	99	587	586	550	4	3	9	18	15	21	67	71	64	12	10	6
Students with Disabilities	11	185	9706	100	99	100	550	486	462	0	24	36	33	31	32	67	44	31	0	2	1
Students without Disabilities	87	1876	65967	99	98	99	578	588	536	5	3	10	18	15	25	69	71	60	8	11	5
Limited English Proficient Students	NC	43	15115	NC	98	100	NC	478	471	NC	22	26	NC	33	38	NC	44	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	25	277	35541				551	531	504	5	12	17	35	24	31	55	60	50	5	4	2
Non-Economically Disadvantaged	73	1784	40091				585	588	550	4	4	9	13	15	21	73	71	64	9	11	6

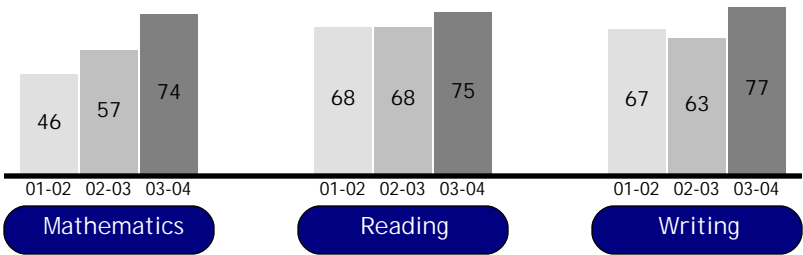
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	57	58	44	82	60	67	50	97	63	NA	58
	Language	96	49	56	39	93	53	60	43	100	56	60	50
	Mathematics	96	64	68	52	89	70	75	57	99	71	76	64
3	Reading	95	53	64	43	99	61	70	47	100	61	NA	55
	Language	95	61	70	50	100	65	72	54	100	64	72	61
	Mathematics	95	61	71	50	100	61	76	54	100	64	78	61
4	Reading	100	55	69	47	93	66	73	52	98	70	NA	56
	Language	100	56	63	45	94	57	65	48	99	60	66	52
	Mathematics	100	60	74	52	91	70	77	57	100	73	78	61
5	Reading	96	54	67	46	98	65	71	50	95	70	NA	55
	Language	95	52	61	43	99	57	65	46	96	64	65	49
	Mathematics	96	65	78	54	99	75	82	57	95	78	83	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü Parent/Educator Relations
- Ü Budget
- Ü School Climate
- Ü School Improvement
- Ü Advice for Leadership

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.50	Teacher	34.00
Other Professional Staff	1.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	0	4	0	0
10 or more years	4	20	0	0

## Highly Qualified (NCLB) &amp; Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	22
Core academic classes taught by Highly Qualified (NCLB) teachers.	60
Teachers with Emergency Certificaton.	0

## Resources Available at School Site

## Special Facilities

- Ü Multimedia Center
- Ü Two Computer Labs
- Ü Waterford Computer Lab

## Extracurricular Activities

- Ü Kyrene Kids Club - 60 Participants
- Ü Community Education Programs
- Ü Community Facilities Use
- Ü Kyrene Chess Club

## Social Services

- Ü Social Skills Programs
- Ü Afterschool Programs
- Ü Breakfast Program
- Ü Lunch Program



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü As measured on the state-mandated Stanford 9 for grades 2, 3, 4 and 5, of the five areas the students of Sureno school met or exceeded those of the state and national averages in math.
- ü As measured by our Site Council Community Survey, the school efforts are rated at or above the satisfactory level.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	66	57
Grades 3-4	75	79
Grades 4-5	75	81

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The key to our safe climate is a total community commitment to work together to ensure a safe environment for all. A School Safety Plan has been developed which includes provisions for emergency evacuations.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Dr. Rita Martinez	(480) 783-3000
Transportation Policy	Chuck Lee	(480) 783-4223
Community Resources	Karin Crider	(480) 783-4174
School Nutrition Programs	Linda Dokken	(480) 783-3096
Parent Organization	Beth Brizel	(480) 783-3000
Student Health/Nurse	Karen Tuttle	(480) 783-3084

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.